

P-20 Coordinating Council

Great Teachers, Great Leaders Task Force Meeting December 3, 2009





Call to Order and Welcome

**Dave Howell
Task Force Chair**



Office of Governor Janice K. Brewer

Today we will review final requirements and current draft of RTTT grant application

	 Meeting #1 Oct. 14	 Meeting #2 Oct. 20	 Meeting #3 Nov. 4	 Meeting #4 Today
Key issues on agenda	<ul style="list-style-type: none">• Introduction• Current state• RTTT criteria• Approach for the next few months	<ul style="list-style-type: none">• Current state and apparent gaps• Straw man proposal for reform plan for Great Teachers and Leaders• Prioritization framework• Stakeholder engagement	<ul style="list-style-type: none">• Continued discussion of key gaps vs. RTTT• Continue refining straw man proposal for reform plans	<ul style="list-style-type: none">• Review final RTTT requirements• Get your input on key aspects of the current draft of the RTTT grant• Agree on next steps
Deliverables	<ul style="list-style-type: none">• Agreement on team charter and the process forward	<ul style="list-style-type: none">• Gaps, open questions• straw man proposal to reform plan	<ul style="list-style-type: none">• Refined view of approach to reform plans	<ul style="list-style-type: none">• Final recommendation to P-20 Council

Key areas we would like to focus on today

Final Race to the Top requirements and scoring rubric

Draft plans for reform, particularly for:

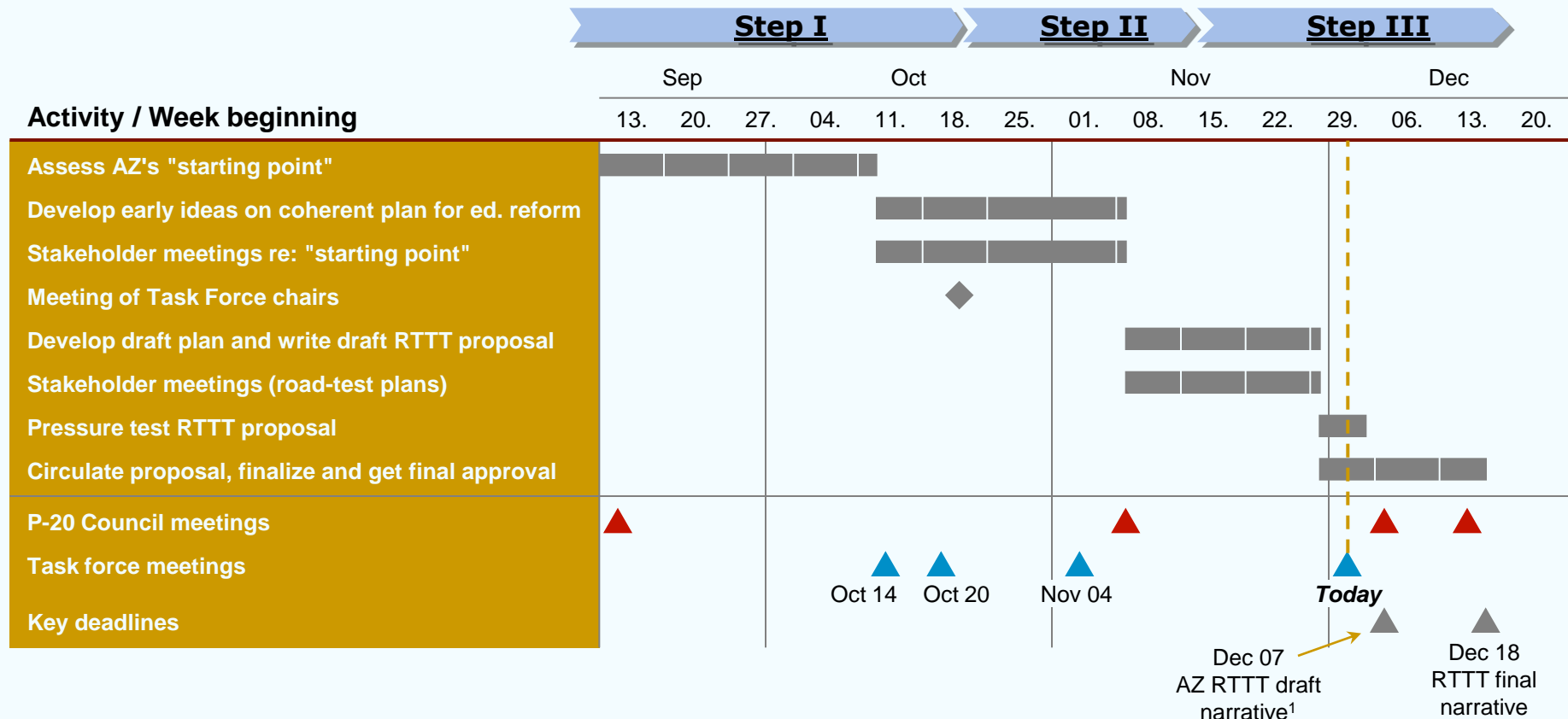
1. Improving teacher and principal effectiveness based on performance
 - Definition of student growth
 - Proposed language around evaluation systems
2. Ensuring the equitable distribution of effective teachers and principals
 - Initiatives to support the effort

Next steps

- What we need to do to address any open questions

We need your continued input and ideas

Where we are: Final recommendation to P-20 on Monday; RTTT narrative will be complete in less than three weeks



RTTT submission date now finalized for Jan. 19

1. Currently planning RTTT review by State Board of Ed and P20 Council Dec. 7 - 11

P-20 Coordinating Council

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Update and Review – RTTT Grant Application

**John Pineda
BCG**

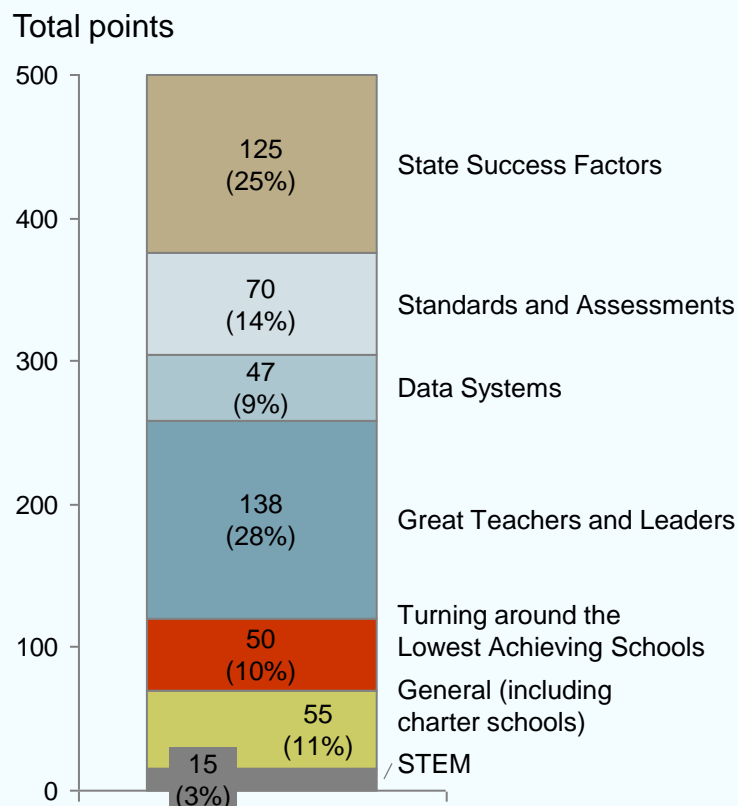


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Overview of RTTT criteria and scoring rubric

State Success Factors and Great Teachers and Leaders account for over half of total RTTT points

Overview of scoring rubric



Key selection criteria (only those >15 pts)

<ul style="list-style-type: none"> State's reform agenda and LEA participation Statewide capacity to implement, scale, sustain Progress in raising achievement, closing gaps 	65 pts 30 pts 30 pts
<ul style="list-style-type: none"> Developing and adopting common standards Supporting transition to high-quality stds / assess. 	40 pts 20 pts
<ul style="list-style-type: none"> Fully implementing a statewide long. data system Using data to improve instruction 	24 pts 18 pts
<ul style="list-style-type: none"> High-quality pathways for teachers and principals Improving teacher / principal effectiveness Ensuring equitable distribution Providing effective support to teachers / principals 	21 pts 58 pts 25 pts 20 pts
<ul style="list-style-type: none"> Turning around the lowest-achieving schools 	40 pts
<ul style="list-style-type: none"> Ensuring successful conditions for high-performing charters and other innovative schools 	40 pts
Total criteria > 15 pts	431 pts

Articulation of State Success Factors important

Articulation of the State's education reform agenda and LEA participation in it

- Comprehensive and coherent reform agenda
- Strong commitment from participating LEAs to the State's plans and to effective implementation of reform in the four education areas
 - Participating LEAs sign an MOU to implement all or significant portions of the State's Race to the Top plans (the MOU will include a preliminary scope of work)
 - Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the state must subgrant to LEAs
 - If a State is awarded a RTTT grant, participating LEAs have up to 90 days to complete final scopes of work, outlining specific goals, activities, timelines, budgets, etc.

Building strong statewide capacity to implement, scale up, and sustain proposed plans

Demonstrating significant progress in raising achievement and closing gaps

- Progress over the last several years in each of the four education reform areas
- Improved student outcomes overall and by subgroup since at least 2003
 - As measured by reading / language arts and math on NAEP and ESEA assessments
 - Increasing high school graduation rates

Final requirements specific to Great Teachers and Leaders reform area

"State Reform Conditions Criteria"

Providing high quality pathways for aspiring teachers and principals (21 points)

**"Reform Plan Criteria" - High-quality plan and ambitious yet achievable targets for:
Improving teacher and principal effectiveness based on performance (58 points)**

- Clear approaches for measuring student growth
- Rigorous, transparent, and fair evaluation systems that take into account student growth as a significant factor and are designed and developed with teacher and principal involvement
- Annual evaluations that include timely and constructive feedback and provide teachers and principals with data on student growth for their students, classes, and schools
- Use of evaluations to inform decisions regarding compensation, promotion, tenure, etc.

Ensuring equitable distribution of effective teachers and principals (25 points)

- Ensure students in high-poverty / minority schools have equitable access
- Increase the number and percentage of effective teachers teaching hard-to-staff subjects

Improving the effectiveness of teacher and principal preparation programs (14 points)

- Link student achievement to teachers, principals and their credentialing programs

Providing effective support to teachers and principals (20 points)

- Effective, data-informed PD, coaching, induction, and planning and collaboration time
- Measure, evaluate, and continuously improve the effectiveness of those supports

Recall: Strawman recommendation for Great Teachers, Great Leaders enhances "path" through profession

1

Alternative pathways

- Active support and increased frequency for proposal submission
- Reasonable course-load – move on when ready
- Early childhood and SEI endorsements; pathways to principal
- e-learning certificate

2

Differentiated effectiveness

- Teacher and principal effectiveness based on multiple rating categories, with student growth a significant factor
- Establish a statewide mentor academy
- PD closely linked to evaluations with the necessary tools and supports
- Strengthen accountability of PBC plans, based on student performance and best practices from PBC task force and programs like Career Ladder

4

Data-driven programs

- Evaluate prep programs and alternative certification programs
- PD informed by real-time student data

3

Equitable distribution

- Ensure supportive leadership / environment
- Address barriers to move to struggling schools and reciprocity constraints
- Expand programs for hard-to-staff subjects (e.g., STEM, special needs)
- Establish financial incentives



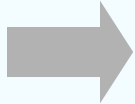
High quality pathways for aspiring teachers and principals

Draft recommendations for discussion



In this section, must describe:

- **Current alternative certification policy**
- **Existing pathways esp. with respect to the Fed's five criteria**
- **The process for identifying areas of principal and teacher shortage and how AZ prepares principals and teachers to meet these shortages**



Overall approach informed by Great Teachers, Great Leaders Task Force recommendations:

- **Active support and increased frequency**
- **Programs with reasonable course loads – move on when ready to teach**
- **Add early childhood and SEI endorsements to alternative pathways**
- **Establish an e-learning certificate**
- **Ensure all student teachers and new teachers have effective mentors**
- **Evaluate effectiveness of both traditional and alternative prep programs**

The State Board of Education is in the process of considering ways to open up the process to more providers

Improving teacher and principal effectiveness (I)

Draft recommendations for discussion

Measuring growth

➡ Student *achievement* will be measured using AIMS where available

- Where AIMS is not available, achievement will be measured using the most rigorous, LEA-wide assessment given in that subject, or if one is not available, measures that are rigorous and comparable across classrooms

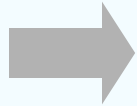
➡ Student *growth* will be measured using performance bands on AIMS where available

- Several organizations have invested in the Colorado Growth Model as an alternate way to measure growth

Improving teacher and principal effectiveness (II)

Draft recommendations for discussion

Evaluations



The parties responsible for the RTTT application will pursue policy changes that require evaluations to include at least 4 rating categories and to employ student growth and / or achievement data



Participating LEAs will be required to base at least 50% of the final evaluation on student growth and / or achievement data

- **Part of that 50% must be tied to individual teacher or principal performance, and part must be tied to group performance**



LEAs otherwise will have substantial latitude in the composition of their performance evaluations, with teachers and principals continuing to play a large role in development



The State each year beginning in 2011 will publish the aggregated results of each LEA's performance evaluations

Improving teacher and principal effectiveness (III)

Draft recommendations for discussion

Evaluations (cont'd)

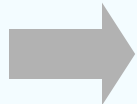


The team charged with overseeing distribution of RTTT funds will have the latitude to withhold ongoing funds from districts whose aggregate performance evaluations are misaligned with overall student achievement



After three years, there will be a comprehensive study of the rating system with a focus on its effectiveness and recommendations for strengthening it

- e.g., evaluating changes in student achievement as well as changes in teacher working conditions or retention



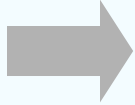
Participating LEAs will provide professional development on the new evaluation system, including best practices on administering evaluations and how to use evaluation scores to inform coaching and skill-development

- County ESAs will likely play a role in this professional development, especially for groups of small, rural LEAs

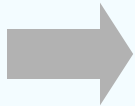
Improving teacher and principal effectiveness (IV)

Draft recommendations for discussion

Decision-making




Participating LEAs will be required to base compensation, tenure and dismissal decisions on teacher effectiveness as defined by the new evaluation systems



Participating LEAs agree to enhance their performance-based compensation (PBC) plans based on feedback from the PBC Task Force


Equitable distribution of effective teachers and principals (I)

Governor's Distinguished Educator Corp




The Governor's office will create the Governor's Distinguished Educator Corp based upon evidence of improved student achievement to work with the State's persistently lowest-achieving schools

- Arizona's highest-regarded teachers will be eligible to participate
- Distinguished Educators will be professional "turnaround experts," moving from one struggling school to another for short, intensive periods of employment
- A Distinguished Principal will be staffed at a struggling school with five Distinguished Teachers



LEAs will be expected to acknowledge the tenure of the Distinguished Educators and pay commensurately. In addition, the State will pay an extra \$25,000 in annual salary for each Distinguished Educator (funded initially by RTTT) for the period they are involved in turnaround efforts



Additional resources will be dedicated to initial and ongoing professional development opportunities for this cadre

Equitable distribution of effective teachers and principals (II)

Other initiatives




RTTT funds will be used to invest in programs that identify and develop promising teachers (e.g., Teach for America, NAU Teach, Rodel, National Board Certification, Troops to Teachers)


- **These investments will be focused particularly in areas with high concentrations of struggling schools**
- **Where appropriate, programs will also support Distinguished Educators**



RTTT funds also will be used to invest in various programs to develop a broad cadre of STEM educators – content knowledge-building and endorsements, professional development, professional learning communities, etc.

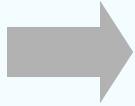


In addition, participating LEAs will receive funds to invest in new approaches to “grow their own” talent, and will be expected to develop additional methods of enhancing equitable distribution

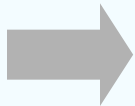


Higher education will catalogue the new methods of achieving equitable access that are by LEAs and report on which are most effective

Effectiveness of teacher and principal preparation programs

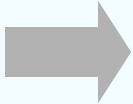


ADE will track and publicly report performance data on preparation programs and alternative certification programs



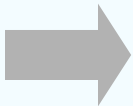
Higher education will study teacher and principal preparation programs in order to develop specific policy recommendations at the end of the RTTT grant period

Providing effective support to teachers and principals



LEAs will staff academic coaches at a ratio of 1 for every 20 schools to guide broader, site-based professional development

- **These personnel will work in teams with a new group of "assessment specialists"**
- **Will be responsible for showing educators how to structure time to have data-driven conversations as well as how to make those conversations as valuable and purposeful as possible**
- **Also will focus more closely on coaching and induction**



ADE will staff a four-person team to track the effectiveness of this professional development, share best practices, and work with LEAs and county ESAs to continuously improve the programs

Next Steps

Get input/ reactions from P-20 Council on Monday

Continue to develop plans – may need your help on some of the details, e.g., how to coordinate programs to enhance equitable distribution; funds needed to support programs

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Call to the Public Adjournment

**Dave Howell
Task Force Chair**



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